



Report on IQM Inclusive School Award



School Name: St Nicolas and St Mary CofE Primary School

School Address: Eastern Avenue
Shoreham By Sea
West Sussex
BN43 6PE

Head/Principal Mr. Andrew Lincoln

IQM Lead Dr Victoria Bishop

Assessment Date 28th November 2025

Assessor Ms Kris Wodehouse

Sources of Evidence:

This was the school's first IQM assessment. The school submitted a comprehensive self-evaluation report, along with a detailed timetable, thus enabling the Assessor the opportunity to review a broad range of evidence linked to the eight elements of the IQM framework.

Over the one-day assessment the Assessor evaluated the school's commitment to inclusion through a wide range of written evidence, including:

- IQM Self-Evaluation Report (SER)
- School Policies – Behaviour, SEND, Accessibility
- School Development Plan
- Ofsted Report 2024
- SIAMS Report 2024
- National Data and Performance Tables
- School Website
- School Vision and Values
- Pupils' Books
- Learning Walk & Observations
- Observation of Pupils' Arrival at School



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- School Newsletters
- Pupil Premium Report

Meetings Held with:

- Parents and Carers
- Pupils – House and Team Captains, Dream Team, Eco Council, School Council
- Learning Support Staff
- Staff Voice
- Home School Link worker
- Governor
- Leadership Team
- Teams call with DCAT Director of Education
- IQM Co-ordinator (SENCo)



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Overall Evaluation

St Nicolas and St Mary Church of England Primary school is a two-form entry primary school, with 381 pupils, serving Shoreham-by-Sea, West Sussex. This school is part of a family of schools within the Diocese of Chichester Academy Trust (DCAT). The proportion of pupils with special educational needs and disabilities (SEND) SEND register is 58 pupils and 12 with Education and Health Care Plans (EHCP's). Those with English as an additional language (EAL) represent 4% and those eligible for Pupil Premium is 13%.

The one-day IQM Assessment process at St Nicolas and St Mary CE Primary school was thorough and comprehensive. It involved a detailed evaluation of the evidence provided by the IQM Co-ordinator, alongside external documentation such as the latest Ofsted and SIAMS report, a few school policies and other external reports plus the school's website. The Assessment visit featured meetings with key stakeholders, including the IQM Co-ordinator, Headteacher, Governor, parents and carers, teaching and support staff and pupils. Throughout the day, the Assessor conducted a learning walk, book scrutiny, an audit of the displays and school environment and had discussions with pupils, staff, parents and other stakeholders. Additionally, the Assessor observed the outdoor play environment and pupil interactions and lunchtime hall behaviours as well as pupils and families arriving at the start of the school day.

There is a strong leadership team driving inclusion within the school. The safeguarding team has been expanded, and a middle leader has the role of assessment lead within the school. The SENCo, assistant SENCo and the Home School Worker are a very strong, cohesive team working together to ensure that all pupils are attending and engaged in learning and enrichment opportunities. Staff said that they feel listened to and can approach leaders or governors for a wellbeing chat.

All staff are deeply committed to fostering an inclusive environment where every child is valued and supported. The school's vision, "Be Courageous! Live and Learn in FAITH, HOPE and LOVE," encapsulates its dedication to nurturing a community built on mutual respect and understanding. This is a school with a distinctive sense of community and warmth, many stakeholders described the nurturing and family feel at the school. Parents and carers spoke with genuine affection and gratitude; one shared that since moving their child to St Nicolas and St Mary Church of England Primary School their child is "like a different child," while another emotionally said "the school support has been amazing for my child and me."

The Assessor stood alongside the Headteacher at the school gates for the start of the day and all pupils came into the school eager to learn. The school fosters a culture of calm, respect and accessibility of which all staff are deeply committed to creating an environment where every child can thrive. One of the support staff said, "We are like a family, kind and caring." And this was also echoed by some of the wonderful pupils.

The Assessor was delighted to meet an articulate and confident group of pupils from across the school. They spoke about how they live the values and the 'Marvellous Manners' they are adopting. They shared the extensive variety of extra-curricular opportunities, including sporting and musical, that they can access and the enjoyment of these activities. The school has a superb range of musical instruments including ukeleles,



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drums and keyboards. There is also a school samba band. There is a strong focus on improving attendance within the school. Although it is 96.2% the school are focusing on those pupils within the range of 90-94%. The Trust holds attendance hub meetings and there are weekly meetings where strategies to improve attendance are discussed.

During the visit, the Assessor observed a range of activities that demonstrated the pupils achieve academic and social success through a range of well-planned lessons that were adapted to meet a full range of needs. Visual timetables were evident in all classrooms. Pupils talked with enthusiasm about the curriculum learning and the extracurricular activities they can access. Staff are constantly reviewing the knowledge planners to ensure a diverse curriculum is on offer. The learning journey display in the early years classroom clearly showed the learning week by week, providing clarity for parents and carers, the pupils and any visitors to the school.

A rigorous assessment cycle is planned that include pupil progress meetings. The support staff are integral into feeding information into these meetings and for parent consultation meetings. The pupils shared that they self-assess their work and put into colour coded trays, based on their understanding of the learning, at the end of their lesson. Self-assessment of prior learning and end of topic knowledge was evident in the pupil's books.

Families cannot speak more highly of the support, kindness and positivity shown by all school staff. They appreciate that teachers, leaders and all staff are readily available to listen and help. The group of parents and carers spoke very highly of the fantastic support received for their child, as well as family support. They said that communication was very good and all staff were accessible to talk with. A recent parent survey highlighted that 100% of parents would recommend the school to other parents.

Undertaking the Inclusion Quality Mark assessment reflects St Nicolas and St Mary CE Primary School's commitment to inclusion and the community. Everyone involved in the life of the school is proud of their vibrant school family and their caring community. They are a school that encourages all pupils to be the best that they can be.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Ms Kris Wodehouse



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Findings confirmed by Inclusion Quality Mark (UK) Ltd:

J. McCann

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Joe McCann MBA NPQH

Chief Executive Officer

Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

“Be Courageous! Live and Learn in FAITH, HOPE and LOVE” these values are the cornerstones of the school’s ethos and inclusive culture. Leaders of St Nicolas and St Mary CE Primary school ensure their vision and commitment to an inclusive school is communicated clearly. The Christian ethos is woven throughout. They are part of a family of schools which put pupils at the centre of all they do. Staff hold inclusion as a high priority, and it is evident in all areas of teaching and Learning. St Nicolas and St Mary CE Primary School provides excellent support for pupils with SEND, ensuring they fully access the curriculum and enrichment activities.

All pupils are supported to be included in the school and excellent support structures are in place at the start of the school day to ease pupils into the school timetable. The Assessor was at the entry gate, alongside the Headteacher, to welcome pupils into the school. The Home School Worker was on hand to assist those pupils that required a little support to enter the school building.

A member of support staff is currently training to be an emotional literacy support assistant (ELSA) to build emotional resilience, complementing the strong empowerment approach already embedded within the school. The support staff stated that the school has a holistic approach to each child, “children are nurtured in the school. We are like a family and support each other with gentleness and kindness.”

Teaching staff reiterated this stating that they are ‘a big family.’ The school has a stable and experienced staff body. They continue to strive for the best and said they have not sat back following the recent positive external OFSTED and SIAMS inspections.

The governors are clear of their purpose and want pupils and staff to flourish. They have a clear overview of the school’s work and play an active role in the life of the school. Leaders know that the school’s passionate and hard-working staff are key and support for staff wellbeing is an integral part of the school’s ethos. All staff can meet with the governing body for an informal wellbeing chat throughout the year.

Pupils enjoy a broad and balanced curriculum which ensures it addresses the knowledge skills and understanding required from the National curriculum and beyond, making sure learning is relevant. The pupils participate in many celebrations and write prayers that are shared in worship. All pupils are celebrated and the world map in the main corridor shares photographs of all pupils and where they are from in the world. This celebration of the global world in which the pupils live is also demonstrated with a language of the month where pupils are taught some key vocabulary and during assemblies a sign of the week from British Sign Language is also taught.

All stakeholders, including pupils, are actively involved in decision making. There are extensive pupil voice and leadership opportunities that foster accountability such as the Dream Team and School Council.

Communication with the parents of the SEND pupils is a top priority, recognising their vital role in collaborating to ensure success across all aspects of school life. A plan of support is implemented and the assess, plan, do, review cycle ensures continual



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reflection, celebration and future planning is considered at frequent points throughout the year.

Parental engagement is excellent with many opportunities for families to visit the school, allowing families and staff to build relationships to support pupils. Informal conversations and the high visibility of leaders mean day to day queries are responded to rapidly.

The school has a nursery provision on site and 90% of the children transfer into the early year's foundation stage of St Nicolas and St Mary CE Primary School.

The leaders are reflective and have high expectations of themselves and all involved in the life of the school. All staff are proud of their school and the opportunities they provide for pupils to enjoy learning and life. There is a lot to be proud of.

Next Steps:

- To further develop teacher confidence in adaptive teaching and use of communication tools, including wider use of visuals, now and next boards and Makaton training.
- To consider future adaptations in the school for pupils with physical needs.
- To continue to reflect and share good practice of inclusion and SEND with other schools in the Trust.



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Element 2 - Leadership and Management and Accountability

Leaders are committed to providing a welcoming inclusive school community where everyone feels a strong sense of belonging. They see their purpose as developing the whole child and work to do all they can to ensure pupils go confidently to their next stage of education. The leaders and staff team benefit from collaborative working with the wider DCAT family of schools and the expertise from the Trust leadership team.

Staff are provided with opportunities to develop. The SENCo is undertaking a National Professional Qualification SEN and participating in the Journey to Headship Course (DCAT) and SENCo Development Programme (West Sussex County Council) and a Teaching Assistant is being trained as an Emotional Literacy Support Assistant (ELSA)

Safeguarding is a priority for leaders and all staff. Systems in place are strong, and the team work diligently to ensure that all pupils are kept safe and learn how to keep themselves safe. The pupils said that they feel safe in the school.

The school Attendance Champion attends online hub meetings. A wide range of support is available including signposting nurse referrals, Team around the Family (TAF) meetings for early help, home visits by the Family support worker and reduced timetables if required.

The school has developed tailored information sheets for each class, providing staff with a clear overview of pupils who may experience multiple disadvantages. These serve as a practical guide to ensure effective support strategies are consistently used. For example, they highlight consideration around seating arrangements and use of targeted questioning, enabling staff to address individual needs and promote equitable participation in learning.

Staff wellbeing is important to leaders and DCAT with staff attending DCAT Wellbeing hub meetings. The staff held a wellbeing meeting with leaders the day before the IQM assessment. Staff say they are given time to undertake necessary training and appreciate their wellbeing is cared for. There is a family feel within the school, and everyone looks after each other. The staff buddy system works well, and small changes are being implemented that supports staff wellbeing. Governors also offer a check in and chat with both teaching assistants and teachers to support wellbeing.

The governors are clear in their mission for the school. They know the school, the families and local community well. In discussion with the Governor, it was suggested that staff now need to begin to think about the use of spaces for children and to plan for any future pupils with physical needs, following completion of the new building. DCAT hold meetings Trust wide for Chairs so they can seek advice and share information.

The Assessor was fortunate to have an online meeting with the Trust Director linked to the school. They affirmed the strong collaborative approach within the Trust with the various hub meetings for subject leaders, attendance and wellbeing leads. The Trust provides leadership meetings with other headteachers. There are 10 schools in the online cluster group. The focus of 'Every Child Goal' ensures each headteacher has a target of one thing to implement that will have an impact on wider outcomes for pupils. The school are



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very collaborative supporting other schools and learning from other schools. The director stated that adaptive teaching is in place in the school and an assessment schedule is established.

Monitoring of school development work is well established, and the feedback drives further whole school improvement and staff training. Subject Leaders meet with the teaching and learning lead termly. Initially, support is provided through mentoring leading to a coaching approach.

Next Steps:

- Leaders to continue to ensure that staff wellbeing is a priority through conducting a staff wellbeing survey in January 2026.
- To further close disadvantaged gap with middle leaders monitoring pupils in particular those with multiple disadvantages.
- To expand and strengthen the Safeguarding Team further through training two new designated safeguarding leads.
- To develop relationships with the new Vicar at St Mary's and set up processes to support staff well-being and diarising the termly well-being check ins.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

St Nicolas and St Mary CE Primary school has developed a curriculum that is broad and balanced and builds in British values alongside the inclusive school values. The curriculum has recently been reviewed to ensure greater diversity is represented, for example, Amelia Earhart is a person of focus instead of Christopher Columbus.

Through the engaging and stimulating curriculum, and caring ethos, staff ensure that pupils develop a love for learning. They adopt a 'Windows, Mirrors and Doors' approach to the religious education curriculum offer. Pupils gain a good understanding of the local community and beyond, through practical lessons and visits. It is important to leaders that pupils are ambassadors of their town. The history topics of World War 2 and The Victorians incorporated a trip to a local workhouse and looking for bomb damaged buildings in the town. Year 1 pupils studied the local area as part of their geography topic.

The leaders place a high level of importance on developing cultural capital and include visits and experiences that pupils enjoy. The school promote core, co-curricular and enrichment opportunities and have developed their own '50 Things to do before you leave St Nics', that has a variety of activities to develop life skills divided for each year group to accomplish. The pupils understand difference and diversity through learning a language of the month and the wall display of a world map showing photographs of where pupils are from. The pupils write prayers that are shared during worship. Through self-reflection and growing awareness and appreciation towards the world around them, the pupils develop a stronger sense of self and spirituality.

St Nicolas and St Mary CE Primary school have recently introduced 'The Think Squad - Executive Functioning Skills Characters, Focussed Finn, Persevering Percy, Lexie Links, Responsible Rex and Prioritising Pippa.' The pupils were able to tell the Assessor about an activity that tested their perseverance.

Staff adapt learning tasks to the needs of the pupils. There is clear lesson design, key questions and assessment tools, such as end of unit evaluations. Pupils were engaged in their learning in all the classrooms visited by the Assessor. In one classroom the pupils were using 3D shapes and rich partner work conversations were taking place. The school uses technology well. The use of widget throughout the school to ensure pupils can access activities where language or reading ability could have impacted learning is excellent.

Next Steps:

- To further develop the consistent use of widget throughout the school
- To review the whole school enrichment programme ensuring that all pupils access a variety of opportunities.
- To seek feedback from the pupil inclusion group on curriculum and enrichment activities
- To develop Class Global Advocacy projects in line with SIAMs inspection findings (October 2024) and review the impact



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

The learning environment at St Nicolas and St Mary CE Primary school is safe, nurturing, and supports the inclusive ethos. Classrooms are consistently calm and productive and feature working walls which are utilised effectively to illustrate the learning journey and display models and scaffolds. Visual timetables are evident in each room and the use of now and next boards for certain pupils was observed. Calmer spaces have been created using hessian backed boards to reduce over stimulating environment. There are calm corners and reflective spaces in each classroom.

There is a warmth that is reflected in carefully planned communications through the display of work in the school. Sharing key messages and showcasing excellent work, such as, Star Write, Maths and perfect presentation board. Staff are supported in their work through consistent policies and planning. The school's commitment to supporting all staff including support staff with quality continuing professional development and training to meet school development needs is strong. Support staff are effectively deployed within lessons and skilfully support the pupils. Resources are provided to scaffold and support learning e.g. Steps to Success, Word Banks, Sentence Starters.

The learning environment actively supports the school's inclusive ethos. Dedicated workstations for pupils with an Education, Health, Care Plan (EHCP) are consistent in design, offering flexible spaces tailored to individual needs while ensuring that these pupils remain integrated within the classroom alongside their peers.

In addition, sensory spaces and movement breaks are available when required, reflecting the school's holistic approach to meeting diverse needs and promoting emotional regulation. The new building provides further capacity, enabling the school to expand specialist provision, and enhance opportunities for small group or one-to-one support.

The school adopts an empowerment approach to behaviour management, focusing on understanding the underlying causes rather than reacting punitively. Staff are encouraged to be curious, not furious, engaging pupils in coaching conversations that promote reflection and self-regulation.

A whole school emphasis on 'Marvellous Manners' and the school Rainbow rules provide consistent expectations and a shared language for positive conduct. This framework is embedded across the school, ensuring that all pupils understand and value respectful interactions.

Observations confirmed impeccable behaviour throughout the school, with pupils demonstrating high levels of engagement and mutual respect. The consistency of approach highlights the effectiveness of the school's ethos in fostering a calm, purposeful learning environment.

The school makes excellent use of their extensive school grounds. Funding has been allocated to develop an outdoor learning space called 'The Village,' which will have areas for growing vegetables and flowers and a space for guinea pigs where pupils will be taught key skills in terms of caring for other living things.



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External sources of support are utilised including, a lead therapist who provides training for staff and parents.

Next Steps:

- To further develop the use of spaces in the new building for interventions.
- To develop the new outdoor learning space for growing plants and animal care.
- For the artificial intelligence (AI) Champion to develop their understanding and disseminate to staff how AI technology can be used to remove barriers to learning.



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Element 5 - Assessment

Assessment is daily, ongoing and embedded as a crucial part of the school's lesson design. At the start of new learning, pupils are encouraged to remember previous linked learning. Throughout lessons, teachers make adaptations and scaffold learning, this means expectations are high for all pupils and all pupils access work alongside their peers. There is a consistent and manageable method of feedback, assessment and pupil response throughout the school.

The school has a middle leader in post who takes responsibility for overseeing assessment in the school. The school use an assessment tracker programme to monitor pupil progress. Termly pupil progress meetings, including the SENCo, teacher and Senior Leadership Team take place to accurately identify individuals and groups who may need further intervention and support. The leaders meet weekly to view data.

Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson. Assessment within the lesson is used to shape the course of the learning and inform levels of support. All adults working with the pupils are involved in giving feedback.

The Assessor saw in many topic books that pupils completed an assessment sheet at the end of each topic. In one book, the recent topic of Mountains and Rivers the pupil assessed the key facts, their knowledge and what they had learnt. How they felt about the topic and a teacher comment was also written.

Pupils are given opportunities to respond to feedback and to make improvements to their work. Pupils told the Assessor that at the end of their lesson they self-assess and place their work into a colour coded tray. Red, if need more help, amber okay and green if they are happy and understood the learning.

Developmental records of individual needs and progress are maintained, with detailed Individual education plans (IEP's) for SEND pupils matching with EHCP.

Parents and carers receive reports twice a year and attend parent consultation meetings to find out how their child is progressing.

Moderation takes place within the school, and they will be moving towards external moderation with other DCAT schools.

Next Steps:

- For the assessment lead to implement sharing of pupil data as the basis for pupil progress discussions.
- To further develop the reporting process to parents and carers with the opportunity for a face-to-face meeting following the previous term written report.
- To take the learning from another DCAT school to develop a more robust assessment process for SEND pupils.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

St Nicolas and St Mary CE Primary school operates with a clear mission to inspire to achieve, a guiding principle that underpins its approach to behaviour, attitudes to learning and personal development. "Be Courageous! Live and Learn in FAITH, HOPE and LOVE" is palpable throughout the school. The school boasts a stable staff that ensures a constancy in approach to behaviour, with a clear policy consistently applied across the school. The school recently adopted a revised policy following linking with another IQM Centre of Excellence school from within the Trust.

The environment is notably calm and well organised, reinforced by routines that aid smooth transitions. Wrap around care is available also breakfast club and after school club.

The school has embedded the 'Empowerment Approach.' This approach supports the development of pro-social skills for all children and young people. They have also implemented zones of regulation but tailored to using two colours and linking with the Empowerment Approach. Alongside 'Marvellous Manners' and "Rainbow rules", the pupils are excellent at understanding their responsibilities. During the assessment day pupils demonstrated exemplary behaviour and were polite, happy and engaged in learning.

Pupil's positive attitudes to learning are promoted and rewarded through class rewards, use of Class Dojos in KS1 and BEST Point Certificates (bronze, silver, gold and platinum) in KS2 and other awards for excellence in different subjects. Pupils informed the Assessor that they are focussing on respect and inclusion this term.

The school have also recently launched 5 key characters who form 'The Think Squad.' This is to develop children's executive functioning skills. Percy Perseverance is one of the characters and was introduced to pupils when they were tasked with a challenge, using only pasta and marshmallows the pupils had to build a bridge.

The school has extensive school grounds. The field is lined with trees and although not a Forest School the staff do utilise the area and do similar types of activities. There is also a large wooden cross for pupils to sit near and reflect. During the warmer months classes sit and read in the area.

The school has recently secured funding to develop a small area outside that will have guinea pigs and gardening for those children needing a quiet area.

Pupils have opportunities to develop leadership skills and promote pupil voice through various roles. The Dream Team have organised a reindeer run in the school grounds, Sports Captains organise sports day and there are also House Captains. The School Council meet every 2-3 weeks and are currently creating a newspaper containing articles about trips, PE and future events. The school are outward looking and some members of the school council participated in a Trust wide online meeting with other school council members.



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Pupils can participate in Bike ability to develop cycling skills. The school has an extensive variety of school clubs on offer including karate, football, harmonica, guitar, choir and samba. They also have links with a school nearby where pupils participate in sports activities.

The pupils explained that they enjoy their Personal, Social, Health education lessons as they are active and they can have interesting discussions. The PSHE floor books for Years 1 and 2 are a good record of learning. The pupils explained the school values of Faith, Hope, Love and Courage. Pupils from Year 6 buddy with reception class and read together.

Next Steps:

- To establish a pupil 'Inclusion Group' who will regularly liaise with the SEND team about promoting inclusive practice across the school.
- To monitor the impact of the Think Squad characters.
- To improve early identification of behaviour patterns to reduce suspensions using a new tracking system.



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Element 7 - Parents, Carers and Guardians

The team at St Nicolas and St Mary CE Primary school take great pride in their work with families, fostering a genuine sense of partnership and collaboration. A few of the parents and carers attended the school as pupils themselves. Parents and carers said, “the school is welcoming, like a family.” All parents and carers could not be more complimentary about the never-ending kindness and compassion from staff. They feel that the school does all it can to successfully foster a family school spirit.

The Assessor met with 5 parents, most of whom have children in the school with emotional or additional needs. They were very complimentary about the support received from staff in the school. One parent shared that their child moved into the school recently and staff have worked exceptionally hard to ensure an EHCP was in place.

The parents spoke very highly about the home school link worker and the signposting and support that she provides. They know they can speak with the home school link worker, leaders on the school gate or they can make an appointment to see someone. Parents know the progress their child is making as the school offer opportunities for parents to meet with teachers at different stages, including three meetings each year and two parent evenings, complemented by an ‘open-door’ policy that encourages ongoing dialogue. End-of-year reports further keep parents informed about their child’s progress. The school use a variety of methods to keep communication flowing between home and school. Regular telephone calls, newsletters, in person and emails.

The school seek to engage parents in the life of the school, by providing at least one opportunity per term to visit the school to see pupil work, interact with the children and watch performances. Examples of this include Stay and Play sessions and Teddy Bears Picnics in the EYFS; playing maths games in Maths Week; watching musical performances; special assemblies linked to topic work and Sports Days. A variety of workshops are provided although the parents I spoke with had not attended any.

Parents and carers had recently completed a number of surveys for both Ofsted and SIAMs surveys so the return for the latest school survey was not high, however, 100% of parents and carers said they would recommend the school to other parents.

Next Steps:

- To make use of the whole community in sharing and celebrating the cultures and events that are special to their families.
- Invite parents to share their skills, careers and talents
- To develop a one-page inclusion essentials page and ensure consultation with a group of parents and carers.
- To explore ways of supporting siblings of pupils with extra needs/EHCP’s to support their emotional wellbeing.
- To provide a greater range of parent workshops and online training to support pupils’ learning and well-being perhaps use a poll for parents to identify needs.



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Element 8 - Links with Local, Wider and Global Community

St Nicolas and St Mary CofE Primary school strives to make sure that its pupils feel part of the local, national, and global community and helps them to understand the world around them.

The drive to ensure every child who arrives at the school makes progress academically, socially, and emotionally - underpins every decision made.

The school has strong links with the local community, including the RNLI and a number of churches in the area. There are a range of opportunities for pupils to extend their learning and develop their character, such as through residential and school trips. Recently, pupils visited a nearby Victorian workhouse and during topic on WW2 explored the local area for bomb damaged buildings.

Residents from local Care homes are invited to nativity performance and pupils have visited the care homes to sing with the residents. The pupils mentioned that they enjoy this activity.

The school has a large outdoor area, play/climbing trail and field that is tree lined. Although not a qualified Forest School, the school utilise the area at the edge of the field carrying out some forest school type activities. There is also a large wooden cross located at the edge of the field allowing for quiet, contemplative activities. There is also a cherry tree in the Cherry Tree yard that is dedicated to a previous Headteacher of the school.

The school provides a variety of afterschool clubs as well as many pupils participating in Inter schools' events held at a local Academy. The school is also fortunate to have links with a local private school in the area, and some joint activities take place. The school has an outstanding collection of musical instruments including ukeleles, drums and keyboards so pupils have many opportunities to develop their musical talents. The school samba band participated in the town's Beach Dreams Festival 2025.

The school also participate in DCAT Enrich, offering a wide range of inclusive activities that support pupils' development academically, socially, and emotionally. 50% of the pupils are SEND and /or Pupil Premium. These events are designed to ensure that all pupils can participate meaningfully, regardless of need or ability.

The school have also created an enrichment grid '50 things to do before leaving St Nics'. Each year group has a number of activities, many promoting life skills, to complete during the year.

Staff provide opportunities to promote global awareness through the engaging Geography curriculum. Pupils learn about current and past global issues. The school have active links with schools in France. The Year 6 pupils used to write and post letters to their pen pals. They now type and email and during the year they have three online video calls where they get to see and talk with their pen pals. Year 4 pupils study Ethiopia as the school have strong links to a school there.

St Nicolas and St Mary CofE Primary school also promote a Language of the month. This month it is Polish and this was chosen to welcome a new pupil that started at the school. There is also a map of the world where photos of the pupil's home country are pinned.



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Next Steps:

- Link with Heene School, part of DCAT to explore how they do Beach School enrichment activities for all pupils to ascertain if this could be incorporated into St Nicolas and St Mary CE Primary school.
- To further develop links with the local Special School starting with a musical performance.
- Continue to invite parents and carers into the school to share their skills and or global knowledge to further enhance the PSHE curriculum.